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| **Grade: 6** | | **Course: ELA** | | | | | **Unit 3: Embracing Heritage** | |
| **Common Core/Essential**  **Standard #:RI 6.6, RI 6.3, RI 6.9,**  **W 6.1, W 6.5, SL 6.3, L 6.4,**  **L 6.4(c), L 6.4(d)** | | **Description: Students continue to read stories and informational texts and discuss what they reveal about our own country, the United States of America and to learn about the role of immigration in American heritage.** | | | | | **Instructional Days: 8 weeks** | |
| **Learning Targets:**   * **Define the word heritage and review the word culture** * **Explore U.S. immigrant experiences through historical fiction and nonfiction texts.** * **Analyze multiple accounts of U.S. immigration from different points of view and describe important similarities and differences in the details they provide.** * **Conduct interviews to gather information from human “primary sources” (e.g., with family members).** * **Summarize information gleaned from interviews** * **Explain the importance of oral tradition** * **Conduct research on countries from which family members emigrated.** * **Write arguments about the proposition that America is a “land of opportunity.”** * **Define related words and identify their parts of speech (e.g., migrate, immigrate, emigrate, etc.).** | | | | **Recommended Resources:**  **Poems:**  **In a Neighborhood in Los Angeles Holt p. 638**  **Hard on the Gas Holt p. 639**  **Novels:**  **Bud, Not Buddy Christopher Paul Curtis**  **Seedfolks Paul Fleichman**  **Homeless Bird**  **The Well Mildred D. Taylor**  **Bat6 Virginia Euwer Wolff**  **The Breadwinner Deborah Ellis**  **Roll of Thunder Hear My Cry Mildred D. Taylor**  **Number the Stars Lois Lowry** | | | | |
| **Essential Terminology:**  Epilogue biography  Legacy heritage  Lore memoir  Realism  traditional literature | | | | **Online (only links specific to this standard):** | | | | |
| **Essential Readings:**  **Fiction**  **Ta-Na-E-Ka Holt p. 134**  **Bracelet Holt p. 149**  **The All American Slurp Holt p. 226**  **Nonfiction**  **The Wind People: Facts About Kaw Holt p. 145**  **Wartime Mistakes; Peacetime Apologies Holt p. 159**  **Everybody is different, but the Same, Too Holt p. 239** | | | | | | | | |
| **Essential Question:**  How does heritage define us individually and as a nation? | | | | | | | | |
| **Activating Strategy:**  Journey entry: Read and explain the quote.  Remember; remember always that all of us, and you and I especially, are descended from immigrants and revolutionists. *Franklin D. Roosevelt* | | | | | | | | |
| **Suggested Instructional Tasks:**  **Class Discussion**  What is meant by the word “heritage”? Which elements does one look for when learning about a culture? Write your ideas down on a Post-It note and “[Give one, get one](http://rrisdmathteam.wikispaces.com/Give+One+Get+One).” *(Teacher Notes: “Culture” was discussed and defined in Grade 5, but you may want to review it. Answers to the elements of heritage may include: something that is passed down from previous generations, a tradition, our family members’ culture, etc.)* Let’s create a class chart of elements to look for, and we will look to find examples in texts read during this unit. We will also continue to add to this list as we gain additional insights during this unit. (SL.6.1a, b, c, d)  **Class Discussion**  How do the stories from this unit provide insight into the immigrants’ experience? How are their stories alike? Different? Cite specific information from the text read to justify your response. Did the story turn out as you expected? Why or why not? Your teacher may ask you to write your own response in your journal and share it with a partner before class discussion.(SL.6.1a, b, c, d, SL.6.3, RL.6.1)  **Literary Response**  After reading one of the immigrant stories, respond in your journal to this James Arthur Baldwin quotation (from the character’s point of view): “Know from whence you came. If you know whence you came, there are absolutely no limitations to where you can go.” Be sure to cite specific examples from the text to justify your response. (RL.6.1, RL.6.6, L.6.1a, b, c, d, L.6.2a, b)  **Research/Travel Brochure**  Conduct research on a country from which an immigrant you read about left, drawing on several sources (e.g., print, digital, video, multimedia, etc.). Write a report or create a travel brochure that entices people to visit that country he/she came from. For the travel brochure, what should visitors learn that would increase understanding of how we are similar to and different from people of that country? Work with peers to get feedback and improve your report or brochure. (W.6.7, RI.6.7, RI.6.9)  **Genealogy/Multimedia Generations Project**  As a way for you to personalize immigrations stories, you are encouraged to learn about the countries from which your family immigrated. Interview three family members (or family friends) from different generations for this project, asking questions about significant aspects of their respective childhoods and growing up. The purpose of this project is to get perspectives from different generations within one family to show how we are shaped by the experiences we have and by the people we encounter. You will share what you learn in a multimedia format with the class, and upload it to class webpage to facilitate sharing with family members far away. (RI.6.3, RI.6.7)  **Class Discussion**  Analyze various accounts of immigrant experiences, then identify and distinguish among facts, opinions, and reasoned judgments presented in texts. How do these sources combine to give you a better picture of the immigrant experience than informational text or literature alone? Your teacher may ask you to write your own response in your journal and share it with a partner before class discussion. Be sure to write down the page numbers of facts and opinions or mark your book with Post-It notes so you can go back and cite the text during class discussion. (RI.6.3, RL.6.9, RI.6.8, SL.6.3)  **Essay**  People have been immigrating to the United States for more than 200 years. Even today, there are people who immigrate to America.  Do you think the reasons for current immigration are more alike or different from those who immigrated 200 years ago?  Write your position on a Post-It note, and discuss your preliminary ideas with classmates. Then, research and compare the reasons people immigrated 200 years ago to the reasons people immigrate today.  Then, individually write your argument about whether the reasons are more similar or different. (W.6.1a, b, c, d, e, W.6.4, W.6.5, RI.6.8)  **Dramatization/Fluency**  Write a poem or a song for two voices about an immigrant’s experience. The poem should be modeled after *Joyful Noise* by Paul Fleishman (read in fifth grade), and the song modeled after Neil Diamond’s lyrics about “Coming to America.” The song or poem should accurately reflect information historical (or present-day) information. Work with classmates to present the song or poem as a dramatic reading. (SL.6.6)  **Word Study**  Keep an index card file of words studied while reading about immigrant experiences*.* Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, country of origin, spelling feature, etc. Just as we can trace the path of our ancestors, we can trace the path of words. Choose some words and trace back from modern-day uses of the words to their historical origins (e.g., culture, heritage, immigration, emigration, immigrant, endowment, lineage, racism, tolerance, legacy, ancestry, etc.) (Note: This will be an ongoing activity all year long.) In addition, you will create an individual [semantic map](http://chs.smuhsd.org/learning_community/content_literacy/semantic_word_map.html) of the phrase “embracing heritage” in order to represent visually your understanding of this phrase.(RL.6.4, L.6.4a, b, c, d)  **Reflective Essay**  Write an essay response to the essential question (“How can we learn to appreciate our similarities and differences through literature?”). Prepare it for publication. Be prepared to make an audio recording of your essay and upload it as a podcast to accompany your Genealogy/Multimedia Generations Project (see above). (W.6.5, W.6.9a, b, L.6.1a, b, c, d, L.6.2a, b) | | | | | | | | |
| **Literacy Component:** Reading  **RL.6.6:** Explain how an author develops the point of view of the narrator in a text.  **RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  **RI.6.9:** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | Writing  **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.  **W.6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | | | | Listening & Speaking  **SL.6.3:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | | | Language  **L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.  **L.6.4 (c):** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  **L.6.4 (d):** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| **Summarizing Strategy:**  **Cornell Notes**  **Story Map**  **Story Board**  **Character Map**  **GIST** | | | | | | | | |
| **Support for Differentiation:**  ELL  Model and create a graphic organizer to be used for research.  The Holt Reader: Stories and sidenotes to assist in understanding the selections. | | | EC  Model and create a graphic organizer to be used for research.  The Holt Reader: Stories and sidenotes to assist in understanding the selections. | | | AIG  Research: Students will think of a question to extend the research and then answer that question.  Analyze characterization: List character traits in characters and explain how the characters reveal the traits through actions, words, and thoughts. | | |

Sample Formative Assessment (aligned to Learning Target):

Quarterly Benchmark testing